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9a. Environment Design and Organization Policy and Procedure

- *Created 5/03*
- *Reviewed 5/24*

Policy

The program's indoor and outdoor environments are designed and organized to support each child's physical, cognitive, emotional, and social development. Staff will utilize home environments to support each child's physical, cognitive, emotional and social development.

Procedure

Center-based learning environments include the physical environment, daily schedules, and routines. These components provide structure to the experiences and activities that occur in the classroom daily. Classroom environments, routines, and planned activities reflect the curriculum, developmentally appropriate practices, and individual child's needs. In addition to this procedure, the information provided in the DST Checklist, Creative Curriculum, Pyramid Model, Environmental Rating Scales (ECERS & ITES), and Caring for Our Children will be used when designing classroom environments.

Learning Environments:

- The first level of curriculum implementation is ensuring that learning environments are safe, healthy, responsive, and engaging.
- Indoor and outdoor learning environments must be prepared daily before school starts to ensure optimal outcomes for children.
- Environments may be redesigned periodically throughout the year to reflect the growing and changing needs of the children.

Well-designed environments:

- Follow routine and daily schedule
- Reduce the likelihood of challenging child behavior
- Teach expectations of the learning environment
- Promote engagement and interaction with peers and adults
- Avoid overload
- Provide safe ways for children to practice physical skills in the classroom
- Provide a safe space or "get away space"
- Use visual cues

Classroom

- Learning centers are set up in the classroom and materials are changed a minimum monthly. The centers will reflect the study, skills, interests, and goals of children as well as the local culture and community.

- Required Learning centers are Dramatic Play, Blocks, Library, Sand and Water, Science, and Table Toys/Manipulatives except in the infant room.
- The indoor environment includes soft elements such as rugs and cushions. The “Circle/Group Time” area, of a classroom, always includes a large area rug or carpeted area able to accommodate all classroom participants and staff members.
- Low open shelves that allow children to see and select their own materials.
- Classroom space is arranged to facilitate a variety of large group, small group, and individual program activities. When organizing the classroom space, staff members: separate active or noisy areas from inactive, quiet spaces; place activity areas near necessary resources, such as the art area near water; and design indoor traffic patterns that keep the children from running, yet enable them to move easily between areas.
- Classroom lighting must be adjustable to fit the activities and the needs of the children; refer to lighting procedure (FACI 1r. Lighting Procedure - **link coming soon**).
- Each preschool classroom must have at least 35 square feet/child. Each infant and toddler classroom must provide 15 additional square feet above the 35 square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area. The best practice is to follow the Caring for Our Children guidelines. Bathrooms, halls, kitchens, staff rooms, and storage places floors that have built-in shelves may not be a part of the useable space count.
- Staff will stay diligent in actively supervising children. It is required that all actions and conversations among adults be directed to the children’s needs and interests to facilitate interactions between children and families to ensure their health and safety. Staff, parents and community volunteers are encouraged to schedule time before and after classroom hours to meet with each other to discuss issues and/or concerns.
- For School Day classrooms: The classroom space allows for resting areas. Mats are provided for each child and will be placed at least 18 inches apart.
- For infant/toddler classrooms: The classroom space allows for resting areas. Mats or cribs are provided for each child and will be placed at least 36 inches apart.
- Space is available to separate an ill child from the other classroom children.

Staff use the questions in the table below to assess the design and organization of their classroom environment:

Think about safety, flow, and access:	Are materials:
• Is there a clear entry to each area? • Is there enough space to spread out and create? • Are the centers inviting? • Are children distributed throughout the room at center time? • Are emergency exits clear?	• Labeled and Rotated at least monthly • Highly engaging and Relevant to children’s needs, interests, and lives • Enough or too many • Developmentally appropriate for all children

Predictable Daily Schedule ([EDUC 9I \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/I-daily-schedule-guideline-procedure-center-based-3-5\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/I-daily-schedule-guideline-procedure-center-based-3-5)))

Create and post a schedule with visuals that: include photographs or clip art for each activity; represent all daily activities;

- is posted where children can view and manipulate; is designed to accommodate when changes occur; is designed to indicate the passage of time; and
- is visible the entire day.
- Develop and implement a classroom schedule that:
- Minimized the number of transitions across the day;
- Includes a balance of teacher-directed and child-directed activities that includes play; and
- Includes both large and small group activities throughout each day.
- Refer to, and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions).
- Make a visual modification to the schedule when changes occur and review with children.
- Teacher children to clean up when done playing in an area.

Emergent Schedule and Space Changes

- When regular daily routine is interrupted or emergent activities happen, staff will communicate with children and other staff about the activities and process for interacting in the emergent space. Staff will give additional diligence to active supervision at transitions and throughout all activities.
- Examples of emergent schedule or space change could include inclement weather; child safety needs requiring a room clear where the class goes to a playground or gross motor room; emergent special activities; evacuations; etc.

Transitions

- Use [EDUC 7c. Active Supervision Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure) to make sure all children are accounted for when transitioning from one activity to another one.
- Provide transition warning to all children or a cue prior to transitions.
- Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity.
- Teach the specific steps and expectations for transitions.
- Acknowledge and give specific positive descriptive feedback to children who transition appropriately.
- Provide individual support to children who have difficulty transitioning.

- Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play).
- Support children to select centers and become engaged.
- Comment positively and descriptively on children's engagement.
- Redirect unengaged children and support them to become actively engaged.

Outdoor Environment

- Outdoor environments for children are to include: a variety of surfaces, such as soil or sand for digging, hills, flat grassy and hard areas for wheeled toys; areas of sunlight as well as shade or portable shade equipment, a variety of equipment for riding, climbing, balancing, and digging, and areas for individual and small group play.
- Outdoor space is designed to support the developmental progress of all children and to prevent injuries. Playgrounds are designed to ensure clearance space from walkways, buildings, and other structures, and to avoid crowding in any one area; and separate space is provided for each type of activity – throwing or kicking balls, climbing hills, digging, and using stationary playground equipment.
- Center playgrounds must have at least 75 square feet of usable outdoor play space per child.
- Outdoor time must be part of the classroom daily schedule and include all children present. If a child is not well enough to go outdoors, he or she should be kept at home.
- In the event of inclement weather, the class will remain in the classroom for gross motor activities or use the gross motor room. When the regular daily routine for outdoor time is interrupted during inclement weather, staff will have preplanned activities for the classroom and gross motor room. Staff will give additional diligence to active supervision at transitions and throughout all activities.
- Parents are encouraged to have their children wear play clothes that can withstand the rigors of outdoor play. Children will be outdoors as often as possible throughout the year. Staff should encourage parents to write children's names in jackets or coats with a permanent marker or pen.
- Staff will attempt to utilize outdoor environments to promote learning and development.
- See [EDUC 7e. Playground Safety/Behavior Policy & Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/e-playground-safety-policy-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/e-playground-safety-policy-procedure) and the [EDUC 9i. Lesson Plan checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/i-EHS_DST_Classroom-Center_Preparation_Checklist\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/i-EHS_DST_Classroom-Center_Preparation_Checklist) for additional safety requirements regarding outdoor play.

Center

- Center lobbies will be kept organized, attractive, safe for children, and clean.
- Appropriate and sufficient indoor and outdoor space is provided for all program activities and support functions including office work, the storage of staff belongings, staff break rooms, food preparation, janitorial services, children's activities, and parent activities.

- Doors, gates, counters and/or walls are used to keep food preparation areas separate from other areas and children will be supervised when helping a teacher retrieve the food cart or get other items from the kitchen.

Gross Motor Rooms

If a gross motor room is available at the center:

- It will be kept clean and organized for children to use as needed.
- One class at a time may use the room and ratios must be kept.
- Classroom staff will follow an [EDUC 7c. Active Supervision Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure).
 - Counting and using name to face procedure with children when transitioning in and out of the room.
 - Staff will engage with and redirect children.
 - Staff will be zoned in the gross motor room.
 - Staff will listen and visually monitor children.

Home Environments

Staff will ensure that materials brought into the home are safe and developmentally appropriate for age they are working with.

- Staff will make efforts to utilize materials in home to promote learning and development.
- Staff will utilize natural environment of the family to promote activities that enhance development.
- Staff will facilitate activities between parent and child.

9b. Curriculum Philosophy and Guidelines

- Created 9/03
- Reviewed 5/24

Curriculum Philosophy

LCC Head Start/EHS/ECEAP believe that, from prenatal, all children should be given the opportunity to develop, explore, experiment and build skills. Staff will build caring relationships and have positive interactions in a rich inclusive and anti-bias learning environment. Each child is an individual who will learn and develop in a unique and individual way and curriculum will be adjusted to meet the needs of each child. Our classroom staff will implement researched-based curriculums that are developmentally appropriate, practicing skills and school readiness goals in the context of a caring, inclusive community of learners in which all children can develop. Teachers will plan using the curriculum and adjust activities to meet the needs of the children they are serving. Teachers start with the Creative Curriculum and layer with other curriculums to increase the effectiveness of teaching specific skills.

Inclusion describes the practice of including children with disabilities in our classrooms with typically developing children of similar ages, with specialized instruction and support when needed. Federal law says that children with disabilities have a protected right to be educated in the least restrictive environment. This will give all children opportunities to learn, play, explore, create, and develop friendships with all children regardless of ability.

We strive to build a community in which our children at an early age can grow to accept the diversity among human beings so that they will not perceive differences as barriers to friendship. The research-based curriculum chosen will increase each child's opportunity to build a strong foundation of belonging and community for a successful future.

We build our classrooms based on these key factors:

1. Staff will create a classroom that is built on safety and staying healthy. They will teach children ways to stay safe and healthy through the use of curriculum, modeling, role-play and practice daily.
2. Staff will respect, value, and accept children and treat them with dignity at all times.
3. Staff will make it a priority to know each child well.
4. Staff will create an intellectually engaging, responsive environment to promote each child's development and learning.
5. Staff will make plans to enable children to attain key curriculum and individual goals across various disciplines, such as social/emotional, fine and gross motor, health, language, cognitive, literacy, and mathematics.
6. Staff will foster children's collaboration with peers.
7. Staff will develop, refine, and use a wide repertoire of teaching strategies to enhance children's learning and development.

8. Staff will facilitate the development of responsibility and self-regulation in children.

Prenatal Care

The primary purpose of prenatal care is to help ensure a healthy pregnancy and ultimately a healthy baby. We offer expectant families support and information through quality interactions and researchbased curriculum to assist them in achieving healthy birth outcomes and in forming an early attachment with their unborn baby which is the beginning of school readiness.

Curriculum Characteristics and School Readiness Alignment

LCC Head Start/EHS/ECEAP has chosen curriculums that are research-based and will promote personal safety, healthy living and school readiness in the areas of language, cognitive, literacy, math, physical and social emotional development; and aligns with Teacher Strategies Gold Assessment (TS Gold) and the Desired Results Developmental Profile (DRDP). These curriculums build upon the

- Trusting, respectful, and nurturing relationships between children and adults are essential. These caring bonds build the foundation for a classroom or home visit environment where children can take risks, learn from their mistakes, and be joyful in their learning.
- The teacher or home visitor's role is as a facilitator and guide. Staff will support children in their interests, curiosity, problem-solving and development. We use a variety of teaching strategies, including modeling, providing appropriate learning materials, encouraging children's independence, and planning teacher-led or parent-led activities.
- A play-based, hands-on, active learning environment is most appropriate for young learners. We believe that this approach, which includes the whole child, prepares the children well for future success, both in school and in their lives.
- Our curriculum lessons emerge from children's interests, teachers' observations, parental input and events in the lives of the children and their families.
- In their exploratory play, children manipulate materials, hypothesize, test theories, repeat activities and draw conclusions.
- In their social play, children learn how to be a member of a larger community.
- In classrooms, children will make significant choices about use of materials and activities throughout the day. They are given opportunities to participate in individual, small group and large group experiences.
- Teachers/CFDS intentionally plan for the classroom or home environment and experiences and provide materials to inspire learning, discovery, creativity and problem-solving using observations, assessment and parent input.
- Research-based curriculum, theory and experience in the field of education informs our practice.

- Curriculum planning is guided by the typical development of an age group, as well as the individual development of the child using observation, documentation and ongoing assessment to guide individualization.
- Our curriculum reflects, values and extends the richness of the diversity of the children, families and staff in a classroom. A respect for individual differences underlies all that we do.
- Staff will create a partnership with the family to meet each child's unique characteristics, strengths, patterns of development and learning, temperament, learning styles, culture and other information. Staff will share information with parents based on observations, ongoing developmental assessment, and other pertinent information to best meet the needs of each child and modify the curriculum to meet all needs.

Parent Input:

- Parents will receive information and be invited to give input and ideas about the curriculums at Parent Orientation/Home Visits and Parent/Teacher Conferences.
- Parents are invited to participate in the School Readiness Committees.

Procedure Steps for Choosing a Curriculum:

- School Readiness committee reviews the curriculum according to the criteria in the Head Start Performance Standards and the WA State Early Learning Curriculum Consumer Report:
 - Is it based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation?
 - Is it comprehensive and can be linked to the Teaching Strategies Gold Assessment?
 - Is it focused on improving the learning environment, teaching practices, and family involvement and child outcomes across all areas of development?
 - Is it aligned with Head Start Early Learning Outcomes Framework (ELOF) and WA Early Learning Guidelines?
 - Is culturally relevant for the population we serve?
 - Does it meet performance standard requirements for the curriculum?
- Recommendations are taken to CAST and/or Leadership and a decision is made whether to adopt the curriculum or not.

Curriculum Implementation

- All programs will implement the curriculum with fidelity and Area Managers and Child Development Specialist will monitor this.
- Education staff will be trained in the foundational curriculum and required supplementary curriculum in the first year of hired and annually thereafter.
- Teacher and staff will implement personal safety and health curriculums on a daily basis.
- Education staff will be trained on optional supplementary curriculum as needed.

- Teachers participating in community partnerships that require a curriculum will participate in the trainings and meetings to be able to implement the supplementary curriculum to fidelity.
- Curriculum will be planned for and documented on the lesson plan in Teaching Strategies Gold for the center-based models.

Curriculum Monitoring

- Center-based Area Managers will monitor curriculum implementation with:
 - Lesson Plan Checklist
 - Classroom Observation Checklist
 - Creative Curriculum Fidelity Tool
- Home-Based Area Manager will monitor curriculum implementation with:
 - Site File Reviews
 - PAT Fidelity Checklist
 - Home Visiting Rating Scales (HOVRS)
- School Readiness Specialist will review and monitor completed:
 - Lesson Plan Checklists
 - Classroom Observation Checklist
 - Site File Reviews (Home-based)
 - PAT Fidelity Checklist
 - HOVRS
 - Creative Curriculum Fidelity Tool
- Coaches will guide teachers in using curriculum to fidelity with the following tools:
- Creative Curriculum Fidelity Tool
- Goal Setting Process and form

Program Curriculums

EHS Home-Based

- Foundational Curriculum:
 - Parents as Teachers
- Required Supplementary Curriculum:
 - Conscious Discipline Basics
- I Love You Rituals
- Baby Doll Circle Time
- Managing Emotional Mayhem
 - High Five Mathematize
 - Learning Trajectories Website (see link below)
 - Cavity Free Kids
 - Big Five with the Planned Language Approach on ECKLC (see link below)
 - ASQ Activities

EHS Center-Based

- Foundational Curriculum:

- Creative Curriculum for Infants, Toddlers and Twos
- Partnering with Teen Parents (PAT)
- Required Layered Curriculum:
 - Conscious Discipline Basics
- Baby Doll Circle Time
- I Love Your Rituals
- Managing Emotional Mayhem
 - High Five Mathematize
 - Learning Trajectories Website (see link below)
 - Cavity Free Kids
 - Big Five with the Planned Language Approach on ECKLC (see link below)

Head Start/ECEAP 3-5 Year Olds

- Foundational Curriculum:
 - Creative Curriculum for Preschool
- Required Layered Curriculum:
 - LCC Head Start/EHS/ECEAP Program-Wide Expectations: Safe, Kind, Responsible
 - Second Step: Child Protection Unit
 - Conscious Discipline
- School Family
- Feeling Buddies Curriculum
 - High Five Mathematize
 - Learning Trajectories Website
 - Cavity Free Kids
 - Transportation Curriculum (Safety Sam)
 - Learning Without Tears
 - Big Five with the Planned Language Approach on ECKLC
- Optional Layered Curriculum
 - Making A Difference Math
 - Making A Difference Literacy
 - Letter Links
 - Zoo Phonics
 - Food Groupies
 - Second Step

Parent Curriculum Required for All Models:

- Conscious Discipline Parent Education Curriculum

Required Framework Use for All Models:

- Pyramid Model
- Early Learning Outcomes Framework
- WA Early Learning Guidelines
- Conscious Discipline
- I am Moving, I am Learning (Choosy)

Websites

- Math – <https://www.learningtrajectories.org/>
- Planned Language Approach – <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>
- Reading Rockets – <https://www.readingrockets.org/reading-topics/early-literacy-development>
 - <https://www.readingrockets.org/audience/professionals/preschool>
- Nutrition – <https://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/Nutrition/preschool-lesson-plans.html>
- I am Moving, I am Learning – <https://choosykids.com/pages/imil>
- Cavity Free Kids – <https://cavityfreekids.org/>

DRAFT

9c. Holidays, Celebrations and Traditions Policy

- *Created 3/00*
- *Revised 4/16*

Philosophy

Holiday's, traditions, celebrations and social activities are an important part of every child, family and staff's life. We recognize that our families and staff come from diverse backgrounds. They have different beliefs, traditions, and values. Families and staff celebrate special events in many different ways. All celebrations will be developmentally appropriate.

Goals

To provide a program for children, families, and staff that is inclusive and values and respects the diverse backgrounds of our families and staff. Reduce the stress and pressure on young children, families and staff dealing with these events. Any program-planned activity will include parents in the dialogue and discussion of planning the activity.

Guidance

When carefully planned and thought out as one part of a multicultural curriculum, holidays can be a vehicle for learning about the traditions and values of the families in our programs and exposing children to the traditions of others. When poorly planned, holiday celebrations might trivialize or provide incorrect information about cultural or religious celebrations, or encourage myths or stereotyping of groups of people. Celebrations will reflect on what is meaningful and appropriate for the children you teach and their families. Therefore the following guidelines will apply when planning celebrations:

- Your classroom is a community. All activities, decorations, and materials should address your own classroom community. Therefore, celebrations should be different in each classroom. All activities must be able to include all children and families in your classroom.
- Parents will be involved in dialogue and discussion of planning in holiday activities. Teachers must ensure the appropriateness of all activities and help parents modify their suggestions when needed. Teachers will steer away from using parties as a primary means of celebrations.
- Activities are connected to specific children and families in the group. This helps children understand holiday activities in the context of people's daily lives. Children should have the chance to explore the meaning and significance of each activity.
- Consider that there are many ways children can experience various holidays other than through eating food, making decorations or gifts, and having parties. Begin

by thinking about some of the big ideas that you hope children will learn from your discussing different holidays into the classroom.

- Holiday's should be incorporated into seasons, but not promoted with commercialized activities. Maintain a focus on the "feeling" a holiday provides versus the commercialism that accompanies it.
- Holiday activities do not drive the curriculum. Holidays should have no more significance or emphasis than any other subject you explore in your classroom at any time during the year.
- Remember that preschool children, with their limited understanding of time concepts, may not remember what their families did last year and may have difficulty thinking about celebrations that will take place several weeks from now. Pre-school children are concrete thinkers, keep in mind Holidays are very abstract and difficult for children to understand.
- Think about other ways to respond to what children notice about the observance. For example, many objects children notice--pumpkins, gourds, lights, candles, and decorated trees, hearts, and eggs--can become materials for scientific investigations rather than holiday-related activities. You can make use of these learning opportunities.
- Think about ways to involve family members. Invite family members in to talk about their family customs and to share special objects related to the observance or holiday.
- Preserve the regular routines of your classroom. Remember that holidays can be overstimulating for young children. Following the simple routines that they have learned in your classroom can be comforting.
- Keep activities simple and low-key. With this in mind, look for books that describe different practices. Learn songs (nonreligious) from different cultures and about traditions. Consider what related objects you can make available for children to explore in interest areas.
- An [EDUC 9d. Activity Proposal Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) must be completed and approved by your Area Manager at least two weeks prior to the activity.
- Staff Clothing, room decorations, and accessories will be sensitive and appropriate. Classroom decorations should reflect all families and staff.
- Special Day/Birthdays will be jointly planned by staff and parents.

When in doubt, remember that "less is more." Listen to your children. Respond to a child who talks about Santa Claus a lot by showing him books about Santa Claus, without having the whole class focus on Santa Claus for the month.

What is most important to the children is that you, their teacher, remain calm and relaxed at this time of the year. Then, you can respond to the questions children ask about and build holiday activities and celebrations that do not take over but that acknowledge children's own experiences and respond to their interests and those of their families.

End of Year Celebrations

Teachers, Assistants and Family Advocates will plan a special “end-of-year” celebration for children and families.

Procedure

1. Staff will determine the dates and times of celebrations by the last day of April and should not be during class time unless approved by Area Manager.
2. Teachers will complete NUTR 3d. End of Year Closing Ceremonies - **link coming soon** and send to Area Manager for approval and a copy will be sent to Food Service Supervisor by last business day in April.
3. Teachers and/or Family advocate will create invitations and turn into Area Manager for approval.
 - a. Invitations will be sent to parents, volunteers, and others at least 1 month in advance with reminders as the day of celebration gets closer. (Please remember that you need to give time to have these invitations translated.)
4. Teachers and/or Family Advocate will develop a written program for the closing celebration at least a month in advance and turn into Area Manager for approval.
5. Teachers will receive a roster and instructions from program coordinator and teachers or family advocate will follow the instructions given so the program coordinator will be able to complete the certificates for the celebration.
6. Teachers and assistants will create a portfolio of children's work throughout the year to share developmental growth with parents. This will include:
 - a. Pictures
 - b. Art work
 - c. Writing samples
 - d. Teaching Strategies Gold Family Conference Form
7. Teachers will plan a brief program, guiding children to share songs, stories or favorite activities.
8. Teachers and Family Advocates may honor volunteers or others during the program.

Picnics are not a requirement and will be treated as a field trip. Please complete a [Field Trip Request Form \(EDUC 9f\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/f-field-trip-request-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/f-field-trip-request-form) and turn into your area manager.

9d. Celebration Activity Proposal Form

- *Created 03/00*
- *Reviewed 08/16*

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- [9d. Celebration Activity Proposal Form \(lowercolumbia.jotform.com/261416954317864\)](https://lowercolumbia.jotform.com/261416954317864)

DRAFT

9e. Field Trip Policy and Procedure

- *Created 7/99*
- *Revised 3/24*

Policy

Field trips will be preplanned and emergency procedure prepared. Field trips will support the classroom educational experience, current curricula, the level and cultural backgrounds of children. Head Start staff will ensure that safety is the first priority on all field trips and outings away from the Head Start site.

Procedure

Teacher Responsibilities

1. The field trip will be relevant to the curriculum (reflective of needs, interests and cultures of children).
2. Teachers must submit a Field Trip Request Form to their Area Manager at least 3 weeks in advance of the trip.
3. Bus transportation curriculum will be reviewed with children and bus emergency drill practiced if all children have not had one within 30 days of the Field Trip.
4. Rules of Field Trips are related to our three program expectations. They will be taught verbally and visually and referred to by teachers and children prior to and throughout the duration of the field trip. Teachers must feel confident that the children have had sufficient preparation, are clear about what to expect and the rules, and are ready to take a trip.
5. Teachers must ensure that medication or equipment needed to ensure the safety of a child with special medical needs (asthma, diabetes or other potentially life-threatening conditions) is taken on the field trip.
6. Emergency consent forms and properly stocked First Aid Kits must be taken on all field trips and other outings.
7. Staff will ensure that parents have received notification and give permission of the field trip using the Field Trip Permission (EDUC 9g). Children without a signed permission slip will remain at the center with a staff person. If a staff person is not available, the field trip will be canceled.
8. Activities and classroom discussion will happen both before and after the field trip to prepare children and assess outcomes. These will be documented on Lesson Plan.
9. Staff, parents and volunteers will accompany field trips to ensure adequate supervision with appropriate adult/child ratios. The adult-child ratio must be anywhere from 4:1 to 1:1. It is particularly important to have a high adult to child ratio when going places that have either a large number of people present

- or near water (river, lakes), areas that are remote and have few emergency facilities/phones nearby. Ratio will be determined based on the destination and the safety needs of the classroom.
10. Teachers will inform the Head Start main office of departure and arrival.
 11. Active Supervision practices will be continued on the field trip. Plan for how you will monitor and make sure children will be safe. Children will be counted and names recorded on an attendance sheet prior to leaving and before returning. Counting and Name to Face during the field trip will happen throughout. Staff and volunteers will be assigned children to oversee and teacher will support the process.
 12. Family members, volunteers and staff will need to be informed about expectations; their role during the field trip.
 13. A Head Start staff person will always accompany children into off-site restrooms during field trips. If gender restrictions on the public restroom facilities might interfere with this, the teacher staff are required to make arrangements to assure that teaching staff can accompany either male or female children into the public restroom.
 14. In the event of an unplanned walking outing:
 - At the beginning of the year and throughout the school year, teachers will notify parents through Remind and with classroom postings that the class will take walks on weather permitting days.
 - When a walk is going to happen, teachers will inform the Area Manager of the plan to take a walk and their destination and place a note by the door of their classroom.
 - The Teacher and Area Manager will assess if active supervision can be maintained with current dynamics of the classroom and walks can be done safely.

Area Manager

1. Will review field trip requests, upload to Google Drive and discuss with School Readiness Specialist to determine to accept or reject based on the needs of the classroom and safety concerns. The field trip may be rejected if bussing or food service is not available.
2. If approved, the Area Manager will coordinate with the Transportation Manager and Food Specialist.
3. Area Manager will notify the Out of Office daily email when a classroom is on a field trip or taking a walk.

Transportation

1. Any field trip requiring bus transportation must be requested on the Field Trip Request Form and turn in to the Area Manager for approval. Area Manager will upload the form to Google Drive and email the School Readiness Specialist and Transportation Manager prior to the scheduled field trip.

2. The Area Manager will upload the request into Google Drive.
3. There will be not more than one (1) hour of travel time one way.
4. If the bus has extra room available, parents and siblings may be able to ride bus. Siblings must always be accompanied by the parent. Siblings attending field trips are the sole responsibility of the parent/guardian for supervision. Private vehicles can only be used by parent or authorized people to transport their own children. No other Head Start children may ride in that private car.
5. A minimum of two Head Start staff members will accompany on bus.

Nutrition

1. Education staff and Food Service staff will plan appropriate field trip menus that meet CACFP guidelines.
2. All potentially hazardous foods must be maintained below 40# or above 140#.
3. All staff will follow safe sanitation practices.
4. Meal counts will be taken.

Parents

1. Parents will be notified of any details about each field trip.
2. Parents are encouraged to attend field trips; however, they may need to provide their own transportation due to limited seating on the bus.

9f. Field Trip Request Form

- *Created 09/03*
- *Reviewed 03/24*

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- [9f. Field Trip Request Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9f_Field_Trip_Request_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9f_Field_Trip_Request_Form.pdf)

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9g. Field Trip Permission Form

- *Created 09/03*
 - *Reviewed 03/24*
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- [9g. Field Trip Permission \(Permiso Para Día De Viaje\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9g_Field_Trip_Permission-Eng_Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9g_Field_Trip_Permission-Eng_Spanish.pdf)

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9h. DST Classroom/Center Preparation Checklist

- [9h. DST Classroom / Center Preparation Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9h_DST_Classroom-Center_Preparation_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9h_DST_Classroom-Center_Preparation_Checklist.pdf)

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9i. EHS DST Classroom/Center Preparation Checklist

- *Created 03/2026*
- [9i. EHS DST Classroom/Center Preparation Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9i_EHS_CB_DST_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9i_EHS_CB_DST_Checklist.pdf)

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9k. Classroom Zoning Plan

- *Created 09/03*
- *Reviewed 03/24*

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- [9k. Classroom Zoning Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf)
 - [9k1. Classroom Zoning Plan Sample and Directions \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan_Sample_and_Directions.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan_Sample_and_Directions.pdf)
 - [9k1a. Classroom Zoning Areas \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k1a_Classroom_Zoning_Areas.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k1a_Classroom_Zoning_Areas.pdf)

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9I. Daily Schedule Guideline & Procedure– Centered-Based (3-5 yr.-olds)

- *Created 7/18*
- *Revised 2/23*

Protocol

The daily schedule should provide consistency and a balance of child initiated and adult-directed activities, including individual and small group activities, large group time, routines and transitions.

Procedure

1. The daily schedule will be done on the template (EDUC 11a).
2. When planning the daily schedule offer ample time for unrushed activities and transitions as much as possible.
3. Minimize the number of transitions.
 - a. Be sure to allow adequate time for smooth transitions between activities.
 - b. Children should not always be required to move from one activity to another as a group.
 - c. Use transitions as a vehicle for learning.
4. Schedule will provide a maximum of two large group times in part day classroom and three in school day classrooms. These group times should be individualized to the needs of the children and no more than 15 min. Children should be engaged and be actively participating. If a child does not want to participate a quiet activity is provided.
5. Provide a formal small group time that is not included in learning center time.
6. Provide for alternating periods of quiet and active play.
7. Set aside 30 minutes for each meal required. An alternative activity should be listed on the daily schedule that children will be allowed to do and leave the table as soon as they are done eating. No child will be made to sit at the table for the 30 minutes if they are done eating.
 - a. Serve children the first meal of class upon arrival.
 - b. Meals should be scheduled on the quarter hour.
 - c. Time between meals will be at least 2 hours.
 - d. Meal counts will be taken at time of service.
8. Learning Center Time will be at least 1 hour for part day classes and school day classes will have 1 hour in the morning and 1 hour in the afternoon. Informal small groups that children are not required to attend should be planned for and implemented during this time. Clean-up time is not included in the 1 hour.
9. Schedule outdoor play daily, weather permitting.

- a. At a minimum outdoor play will be 30 minutes for part day classrooms and 1 hour for school day classrooms. School day classes should have at least 30 minutes during the morning routine.
 - b. Children will go outside daily unless the weather is extreme. (Use the Childcare Weather Watch to determine when weather is considered extreme.)
 - c. Schedule will provide a balance of large muscle and small muscle activity.
 - d. School day classrooms will provide a 30 minute rest time for children showing a need for rest and quiet activities for those children not needing to rest. Children not needing rest should not be required to stay on nap mat without an activity for the full 30 minutes. Plan the schedule so that children who sleep will have opportunity to take a longer nap.
10. Schedule will provide a balance of large muscle and small muscle activity.
11. School day classrooms will provide a 30 minute rest time for children showing a need for rest and quiet activities for those children not needing to rest. Children not needing rest should not be required to stay on nap mat without an activity for the full 30 minutes. Plan the schedule so that children who sleep will have opportunity to take a longer nap.
12. Incorporate routine tasks into the daily schedule as a means of furthering children's learning, selfhelp, and social skills. Routines such as toileting, eating, dressing, hand washing, tooth brushing should be relaxed, reassuring, and individualized based on developmental needs.
 - a. Brushing teeth and washing hands will be on the daily schedule.
13. Post daily schedule in the classroom that is visible to adults and near the entrance to the classroom. This should be the most current schedule.
14. A picture schedule for children's use will be posted in the classroom at child's eye level. Smaller picture schedules may be created for a child's individual needs.
15. Planned or routine activities may be changed according to the needs or interests of children, and/or to cope with changes in weather or other emergent situations that affect routines. Change in routine will be discussed with children to minimize anxiety.
16. Special activities and field trips that change the daily schedule will be approved by Area Manager and will promote hands on learning experiences that will extend the study and classroom learning.
17. Add a date that you created the schedule and any revisions listed in the footer. (example: C: 08/21 R: 09/21)
18. Daily schedule will be sent to Area Manager and School Readiness Specialist for approval prior to implementation.
19. Parents will receive a copy of the daily schedule at the beginning of the year and every time it is updated.
20. Daily Schedules will be uploaded into google drive by the Area Manager and kept current as they are updated.

911. Daily Schedule Template

- *Created 02/22*
 - *Reviewed 01/23*
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- [911. Daily Schedule Template \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf)

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9m. Selection of Equipment, Toys, Materials & Furniture Policy & Procedure

- Created 5/27/03
- Approved by Policy Council: July 10, 2003

Policy

In order to support educational objectives, an individualized program of services, and to show respect for children and families, our program matches equipment, toys, materials and furniture to the developmental levels, interests, temperaments, languages, cultural backgrounds, and learning styles of children.

Policy Complies with Head Start Performance Standard 1304.53 (b) (1)

Procedure

Equipment, toys, materials and furniture that are safe, durable, age appropriate, accessible, attractive and inviting to children are selected and maintained by the program to support:

- Specific educational objectives;
- Cultural and ethnic backgrounds of children;
- The abilities and developmental level of each child, with adaptations, if necessary, for children with disabilities;
- A variety of learning experiences and to encourage each child to experiment and explore;

In addition, equipment, toys, materials and furniture are stored in a safe and orderly manner by using the following techniques:

- Each activity area has its own storage space;
- As much space as possible is reserved for children's use by storing materials in locations not used by children;
- Bookcases and other shelves cannot be pulled over by children;
- Storage space for all adaptive equipment for children with disabilities is provided;
- Adult materials and equipment, such as scissors, staplers, electrical appliances, and knives, are inaccessible to children;
- Outdoor equipment, such as tricycles, balls, and sand tools are stored in a shed or other enclosed storage space to protect these items, as well as to keep the outdoor area free of clutter.

9n. Nutrition and Physical Activity Policy and Procedure

- *Created 5/27/03*
- *Approved by Policy Council: July 10, 2003*

Policy

Staff will provide children with opportunities to learn and practice the importance of physical activity and good nutrition.

Procedure

Staff will engage children in enjoyable physical activity that is moderate to vigorous intensity in order to improve the health of children.

To promote physical activity, staff will:

- Model healthy physical activities.
- Provide outdoor playtime in the part-day program for 30 minutes and for school-day provide 60 minutes per class day.
- Provide children toys that encourage physical activity like balls, trikes, hula hoops, jump ropes and other materials.
- Encourage children to try new physical activities;
- Plan and provide indoor physical activities at least daily. Activities may include dancing, yoga, balancing or other fitness building activities;
- Limit or avoid screen time. Televisions are not used during classroom hours unless specifically related to the curriculum. Videos that promote physical activity are allowed.
- Provide resources to families about physical fitness and healthy nutrition for young children.

Physical Activity Definitions

- Moderate physical activity: movement that increases heart rate and breathing like walking, playing on play equipment, swinging, or climbing.
- Vigorous physical activity: movement that uses large muscle groups, causes rapid breathing and increases heart rate like running, hopping, galloping, jumping, dancing, or skipping.

Two Kinds of Physical Activity

- Structured: Organized, quick, and intense activities led by adults.
- Unstructured: Free play to stimulate creativity and use the imagination; activities led by children.

Teacher will add physical activities to lesson plans. For example: outdoor times, transitions, group times, small group times and learning center times.

Examples of this:

- Have children act out a story as you read it
- Encourage children to move like different animals during transitions from one activity or room to another. For example: "hop like grasshopper", "jump like a cat", "fly like a butterfly".
- Use props to help children move and identify shapes, colors, and numbers
- Mix up the usual 'hokey pokey' and 'head, shoulders, knees and toes' with a dance party or obstacle course

Nutrition

To promote good nutrition and healthy eating, staff will:

- Serve nutritious, well-balanced meals daily (refer to NUTRI 3a and NUTRI 3a 1):
 - Encourage families to bring healthy snacks for classroom celebrations as an alternative to sugary treats;
 - Model healthy eating practices during meal times;
 - Talk about good food choices and how food can fuel the body for optimum growth;
 - Include cooking and nutrition activities in the classroom curriculum.
 - EHS-Provide food that children are developmentally and physically able to chew and swallow, as determined by the parent and/or caregiver.
- Other Strategies to Consider:
 - Seat children with different food preferences next to one another so they are exposed to peers enjoying a range of healthy choices.
 - Create and maintain a mealtime routine—and allow children to help.
 - Make a point of having at least one meaningful interaction with each child during every mealtime.
 - Listen to children when they say they are full. Young children will eat the amount they need. Toddlers have a strong sense of hunger, appetite, and fullness, so they are likely to stop eating when they are full rather than when the food is gone. And, children's appetites can vary # sometimes they won't eat much and other times they will want seconds
 - Offer opportunities for children to share foods they like and dislike through graphing, webs, and drawing, etc.
 - Provide sensory experiences of food-taste, smell, touch, texture.

9o. CLASS Feedback Report & Action Plan

Should this be a fillable PDF (printable) or a Jotform (webform only)?

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9p. TS Gold Checkpoint Report Analysis Summary

- *Created 07/15*
- *Reviewed 07/19*

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- [9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf)

DRAFT

9p1. EHS Assessment Analysis

- *Created 06/21*
 - *Reviewed 03/23*
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- [9p1. EHS Assessment Analysis \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p1_EHS_Assessment_Analysis.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p1_EHS_Assessment_Analysis.pdf)

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9p1a. EHS Assessment Analysis

Created 2/23

- This form will be completed after each checkpoint within 3 weeks and will be done after each quarterly assessment.
- List what DRDP reports you used to analyze the data and you may also use other forms such as the child's growth between milestones or ASQ, etc.
- List each child and age that is on your caseload or in the classroom.
- Use the Head Start Early Learning Frameworks to guide you in what is below typical development.
- In the other information column document if the child is enrolled less than 90 days and what the enrollment date was. You may also use this column for any attendance issues.
- Review your observations and look at areas that you might want to gain more information in the next quarter. Do you have parent observations? Are there materials that you can plan for that may give you an opportunity to see the child using the skill that you are trying to observe?
- Look for patterns or trends that you might notice with each child or as a group.
- Then think of ideas and ways to support parents in gathering observations, implementing activities especially for children who are below typical development but also for those parents that may need more support in implementing activities at home.
- After reviewing all this information then you will think about how this data will guide your teaching and learning.
- Review with Area Manager and document thoughts and any other things that may need to be implemented.
- Area Manager will upload to shared google drive and this data will be used to guide program trainings, coaching and next steps.

9q. TS Gold Analysis Process

Revised 07/19

Please analyze your data from TS Gold each quarter within 3 weeks after the checkpoint. Document on [EDUC 9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](http://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf).

- Fall-look at children's baseline and review areas that a child may need more support.
- Winter-review growth made and areas that a child may need more support.

This process will assist staff in assessing areas of development for each child and may show a need to intensify activities and to be able to plan more effectively for each child.

- Please list on the top of your report:
 - How many children you have on IEP's including behavior plans?
 - How many children are being monitored for growth in developmentally skills?
 - How many children are Dual Language Learners?
 - How many children are on a child/family support plan?
- List what objectives did you have a greater numbers of observations? What were your least number of observations? Why might that be?
- Use the Teaching Strategies Gold report-Snapshot
 - Click on Snapshot for the information for the Pre-K 4's
 - Choose the quarter that you just check-pointed
 - Choose by Area
 - Check Finalized Checkpoints
 - For Pre-K 4's-click Kindergarten entry
 - 1st run by Class to get your percentages
 - Then run by child to see who is below in each area
 - Click on Snapshot for information for Preschool-3's
 - Click on Child Demographics
 - Choose preschool/3 class grade
 - Choose quarter that you just check-pointed
 - Click by area
 - Then choose finalized checkpoint
 - Choose widely held expectations
 - Run by CLASS for percentage
 - Then run by child to see who is below in each area
- You may use other reports along with the Snapshot to guide you in learning more about the children in your classroom. If you need assistance, please reach out to your coach or School Readiness Specialist.
- Answer the rest of the questions.
- The original completed analyzing form is to be turned into your area manager within 3 weeks of completing the checkpoint.

- Your area manager will review the information with you and then send a copy of the form to the School Readiness Specialist.
- The original analyzing form will be placed in your lesson plan notebook after your meeting with area manager.
- Make sure that you begin to address these objectives and dimensions for each child in your lesson plans.

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